
Original Research Article**Study on the interactive relationship between English education policy and media communication**

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Abstract: This study focuses on the interactive relationship between English education policies and media communication. By integrating theories from multiple disciplines such as educational policy studies and communication studies, it delves into the intrinsic mechanisms of their mutual influence. The research identifies key factors that affect their interaction, reveals existing issues in current interactions, and proposes strategies to promote positive interactions between English education policies and media communication from various levels including policy formulation, media operations, and educational implementation. This is aimed at providing theoretical foundations and practical guidance for advancing the development of English education and optimizing the educational communication ecosystem.

Keywords: English education policy; Media communication; Interactive relationship; Educational communication

1. Introduction

In the context of accelerating globalization, the importance of English education as a universal language for international communication has become increasingly prominent. English education policies not only guide the goals, content, and methods of English teaching but also have a profound impact on the allocation and utilization of English educational resources. Meanwhile, media, as an important medium for information dissemination, influences the implementation and promotion of English education through its diverse forms and extensive reach. How do the introduction and adjustment of English education policies affect the media's dissemination of related information? To what extent do media communications promote or constrain the formulation and implementation of English education policies? What factors influence the interaction between these two aspects? A deeper exploration of these questions is crucial for optimizing English education policies, enhancing media communication effectiveness, and promoting the healthy development of the English education sector.

2. Theoretical basis of English education policy and media communication

2.1. Theories related to English education policy

English education policy, as an essential component of national education policy, is influenced by various factors such as educational goals, national interests, and social needs. The theory of educational policy analysis provides a theoretical framework for understanding the formulation, implementation, and evaluation of English education policies^[1]. It helps researchers delve into policy texts, explore the value orientations and expected goals behind the policies, and clarify the development threads of policies at different stages. Policy network theory posits that the formulation of English education policies is the result of mutual bargaining and collaboration among multiple stakeholders, including government departments, educational institutions, teacher groups, and parents. These stakeholders influence policy formation and development through formal or informal channels. Government departments lead policy direction with administrative power, educational institutions participate in policy discussions by providing professional knowledge and practical experience, teacher groups offer feed-

back based on teaching realities, and parents express their concerns from the perspective of their children's educational needs. Policy change theory indicates that, with changes in the socio-economic environment, English education policies are continuously evolving to meet new educational demands and trends. The advancement of economic globalization has led English education policies to focus more on cultivating students' international communication skills and cross-cultural competence, while the development of information technology has driven policies toward educational informatization.

2.2. Media communication related theories

Media communication theory explains the role of media in information dissemination, public opinion guidance, and cultural transmission from the perspective of information dissemination. Agenda-setting theory posits that media influence public attention and perception of certain issues by selecting and highlighting them^[2]. In the field of English education, media can guide societal focus on English education and shape public attitudes toward English education policies by setting relevant agendas. When the media consistently reports on new initiatives in English education reform, it attracts attention from all sectors of society, prompting the public to reflect on the necessity and impact of these reforms. The framing theory emphasizes that media filter, organize, and present information through specific frameworks, thereby influencing how audiences understand and evaluate this information.

In the dissemination of English education policies, the reporting framework of the media influences the public's interpretation and acceptance of these policies. If the media adopt a positive reporting framework, highlighting the advantages and prospects of the policy, the public may be more inclined to support it. Conversely, if the media focus on the issues and challenges of the policy, the public may be more skeptical. New media communication theory pays attention to the application and impact of new media technologies in the communication process. The interactive, real-time, and personalized characteristics of new media provide new avenues for the dissemination of English education policies and the sharing of English educational resources. Social media platforms enable the public to access information about English education policies in real time, participate in discussions, and provide feedback, forming a diverse communication ecosystem.

3. The influence of English education policy on media communication

3.1. Guide the content and direction of media communication

The English education policy clarifies the goals, content, and priorities of English education, providing fundamental guidance for media dissemination. When the policy emphasizes the cultivation of students' 'comprehensive English proficiency, the media will increase coverage of activities such as English language practice and cross-cultural communication. The media may launch a series of reports introducing English speech contests, English drama performances, and other activities organized by schools, as well as students' experiences and gains from international exchanges. At the same time, adjustments in the policy will also drive updates in media content. For example, with greater emphasis on integrating the instrumental and humanistic aspects of English education, the media will pay more attention to the role of English education in fostering students' 'cultural literacy and international perspective, guiding society to form correct views on English education. The media may invite experts and scholars to interpret and analyze how English education can cultivate students' cultural awareness and critical thinking while imparting language knowledge.

3.2. Promote media communication forms and technological innovation

To better disseminate English education policies and related information, media need to continuously in-

novate in communication formats and technologies. The promotion of educational informatization by English education policies has prompted the media to adopt more diverse digital technologies for dissemination. For example, using short videos, live broadcasts, and online courses, these platforms provide audiences with more vivid and convenient English learning resources and policy interpretations. Short video platforms have seen a surge in English teaching videos that explain knowledge and policy highlights in a clear and concise manner; live streaming platforms invite educational experts to interpret policies in real-time, engaging with viewers. Emerging technologies such as virtual reality (VR) and augmented reality (AR) are also gradually being applied to the field of English education dissemination, enriching the experience and enhancing the effectiveness of communication. Through VR technology, students can immerse themselves in an English language environment, making learning more interesting and practical.

4. The role of media communication in English education policy

4.1. Provide feedback and basis for policy making

Media, as a bridge connecting the government and society, can promptly collect and feedback public opinions and suggestions on English education policies. By analyzing information from media reports and social media comments, policymakers can understand public attitudes and needs regarding English education policies, identify issues in policy implementation, and provide evidence for policy adjustments and improvements^[3]. When media reports highlight the uneven distribution of English educational resources in certain areas, policymakers can use this information to formulate relevant policies and optimize resource allocation. Media coverage of advanced experiences and practical cases in English education both domestically and internationally also serves as a reference for policymakers. The introduction of foreign English education evaluation systems by the media may inspire policymakers to reform domestic English education assessment mechanisms.

4.2. Promote and implement the policy

Media, through extensive distribution channels and diverse forms of communication, can swiftly convey English education policies to all sectors of society, enhancing awareness and influence. At the same time, media can interpret policy content and promote its significance, guiding the public to understand and support the implementation of these policies. Producing special reports and hosting policy interpretation seminars help educators, students, and parents accurately grasp the essence of the policies, creating a favorable public opinion environment for their smooth implementation. Special reports by the media can provide detailed introductions to the background, objectives, and implementation steps of the policies, offering the public a more comprehensive understanding. Policy interpretation seminars can invite authoritative experts for on-site explanations, addressing the public's questions.

5. Factors influencing the interaction between English education policy and media communication

5.1. Social and cultural factors

The socio-cultural background significantly influences the interaction between English education policies and media dissemination. Different cultural values and educational philosophies affect public demand and expectations for English education, which in turn impacts how media disseminates related information. For instance, in cultures that emphasize academic performance, the media may focus more on reporting test scores and college admission information; whereas, in environments that stress international exchange and cultural

integration, the media tends to highlight practical applications of English and the cultivation of cross-cultural communication skills. In some Asian countries, due to the high regard for educational achievements in their cultural traditions, media coverage of English test results often takes up a significant portion, leading to excessive societal attention on exam scores. In contrast, in multicultural international metropolises, the media places greater emphasis on showcasing real-world examples of English use in cross-cultural communication, promoting a more practical approach to English education.

5.2. Factors of technological development

The advancement of technology has provided new opportunities and challenges for the interaction between English education policies and media dissemination. The development of new media technology has made information dissemination more convenient and efficient, enhancing the interactivity between English education policies and media communication. However, the rapid development of technology has also brought about issues such as information overload and the spread of false information, affecting the effectiveness and quality of English education policy dissemination. Moreover, differences in technological application capabilities among different regions and groups may lead to imbalances in the acquisition and dissemination of English education information. In developed areas, residents can skillfully use new media technology to obtain information on English education policies and participate in interactive discussions; whereas in some remote areas, due to inadequate network infrastructure and limited technological application capabilities, residents have relatively narrow channels for obtaining English education information and find it difficult to fully engage in policy interactions.

6. Conclusion

There is a close interactive relationship between English education policies and media communication, with both influencing and promoting each other. By thoroughly studying the interaction mechanisms, identifying key factors that affect this interaction, addressing existing issues, and adopting effective strategies to promote positive interaction, it is crucial for advancing the development of English education and enhancing the quality of educational communication. In the future, with the development of the social economy, technological progress, and updates in educational philosophy, the interaction between English education policies and media communication will exhibit new characteristics and trends, requiring further in-depth research and exploration.

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